

# **Career Education Planning District (CEPD) 26 Follow Up Survey Some Basic Trends: *2007-2011***

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***Prepared for***  
Career and Technical Education (CTE) Administrators  
Michigan

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## BACKGROUND

The Perkins Act of 2006 requires that states establish and support performance accountability systems that can assess the effectiveness of the state and local funding recipients in Career and Technical Education (CTE). The state-developed performance measures consist of core indicators, any additional indicators that the state determines, and the “state adjusted levels of performance” for the indicators.<sup>1</sup>

One of the eight secondary CPIs in Michigan is 5S1–Placement. The numerator of 5S1 is the number of 11<sup>th</sup> and 12<sup>th</sup> grade completers who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the third quarter following the program year in which they left secondary education. The denominator of 5S1 is the number of 11<sup>th</sup> and 12<sup>th</sup> grade CTE completers who left secondary education during the reporting year.

## FIGURES AND TABLES

This document provides three data tables and three figures that display Career Education Planning District (CEPD) 26 data from the follow up survey. Table 1 shows the number of 11<sup>th</sup> and 12<sup>th</sup> grade completers who left secondary education and are employed (full time and part time), the total number 11<sup>th</sup> and 12<sup>th</sup> grade completers available for work, and the percentage of those available for work who were employed. This ratio is plotted in Figure 1 and a best fit linear trend line has been fitted across the data points (2007–2011)<sup>2</sup>.

Table 2 shows the number of 11<sup>th</sup> and 12<sup>th</sup> grade completers who left secondary education and who are in a community college. It also shows the total number of 11<sup>th</sup> and 12<sup>th</sup> grade completers in any type of post-secondary institution (business/trade/career center, community college, college/university, military, and other). The ratio of students in a community college to the total number of students in any type of post-secondary institution has been calculated and plotted in Figure 2. A best fit trend line has been fitted across the data points (2007–2011).

Table 3 shows the number of 11<sup>th</sup> and 12<sup>th</sup> grade completers who left secondary education and who are in a 4 year college/university. It also shows the total number of 11<sup>th</sup> and 12<sup>th</sup> grade completers in any type of post-secondary institution (business/trade/career center, community college, college/university, military, and other). The ratio of those students in a 4 year college/university to the total number of students in any type of post-secondary institution has been calculated and plotted in Figure 3. A best fit trend line has been fitted across the data points (2007–2011).

## NOTE

In order to incorporate statewide program standards, the method for determining whether a student completed the CTE program was changed beginning with students enrolled in 2008–2009. This change contributed to an overall decrease in the number of students identified as

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<sup>1</sup> Perkins Act of 2006: The Official Guide. 2006. Association for Career and Technical Education, Alexandria, Virginia

<sup>2</sup> See the section titled Note for further details

completers which is reflected in the data points for 2009–2010 and 2010–2011 (since placement is reported the year after a student leaves school).

Due to the change in completer definition for students enrolled in 2008–2009 onwards the comparison of raw numbers for the years 2007–2009 to the raw numbers from 2010–2011 is not a valid comparison. What is a valid comparison however is looking at the standardized numbers (the three Figures and the column of percentages in the Tables) since the percentages reflect real changes in addition to changes that may have been caused by the definition change.

## **PURPOSE**

The intent of this document is to serve managers and CTE administrators as a tool for planning purposes. It does this by providing background information on key data elements from the follow up survey such as the number of 11<sup>th</sup> and 12<sup>th</sup> grade completers who left secondary education and are employed, the number of 11<sup>th</sup> and 12<sup>th</sup> grade completers who left secondary education and who are in a community college, and the number of 11<sup>th</sup> and 12<sup>th</sup> grade completers who left secondary education and who are in a four year college/university.

## **CONTACT**

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## APPENDIX:

### *CEPD 26 Employment*

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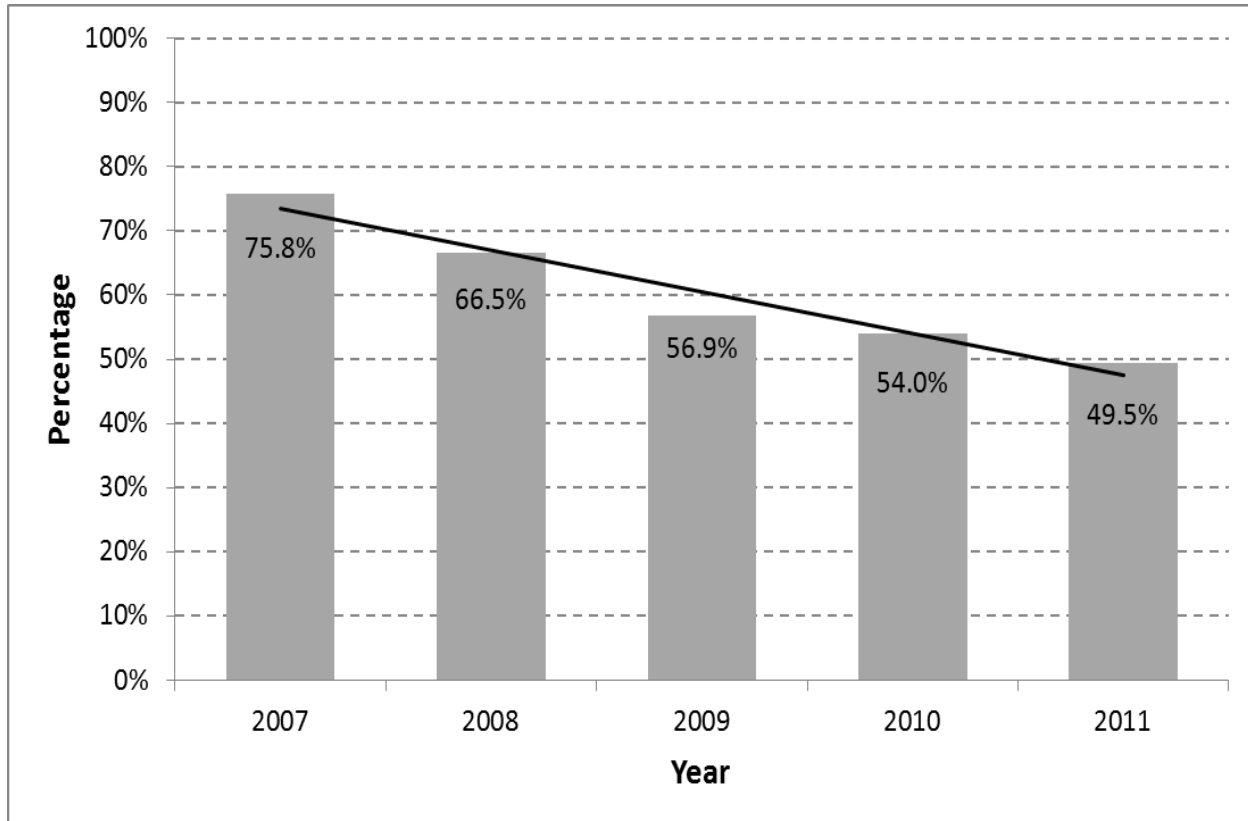


Figure 1. The percentage of 11<sup>th</sup> and 12<sup>th</sup> grade completers who left secondary education who were available for work and who were employed in CEPD 26

Table 1. The number of 11<sup>th</sup> and 12<sup>th</sup> grade completers who left secondary education and are employed (full time and part time), the total number 11<sup>th</sup> and 12<sup>th</sup> grade completers available for work, and the percentage of those available for work who were employed\* in CEPD 26

Year	Total Employed	Available for work	%
2007	119	157	75.8%
2008	123	185	66.5%
2009	87	153	56.9%
2010	27	50	54.0%
2011	45	91	49.5%

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\* It is incorrect to compare raw numbers between the years 2007–2009 to the numbers from 2010–2011 due to changes in completer definition. Using the percentage column provided is a more accurate method to make comparisons between the years.

## APPENDIX:

### *CEPD 26 Community College*

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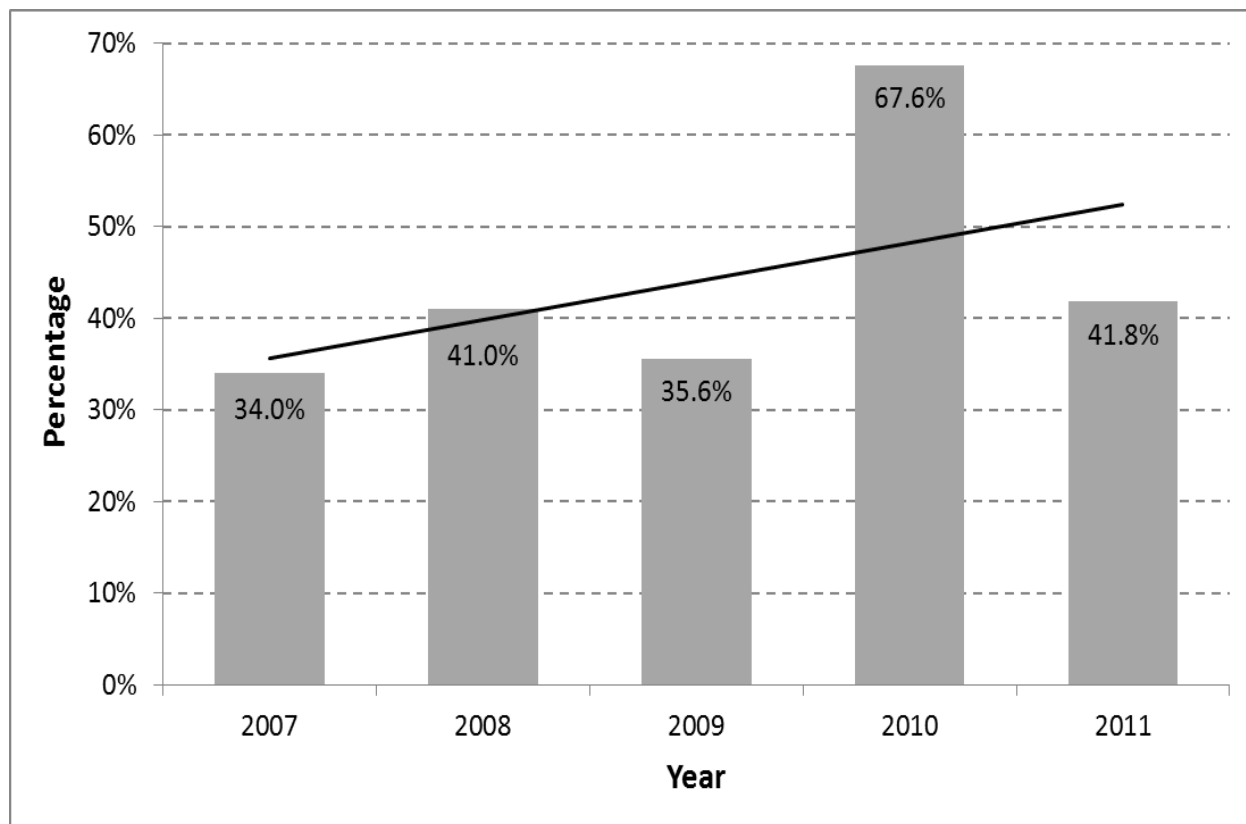


Figure 2. The ratio of 11<sup>th</sup> and 12<sup>th</sup> grade completers who left secondary education and were in a community college to the total number of students in any type of post-secondary institution in CEPD 26

Table 2. The number of 11<sup>th</sup> and 12<sup>th</sup> grade completers who left secondary education and who are in a community college, the total number of 11<sup>th</sup> and 12<sup>th</sup> grade completers in any type of post-secondary institution (business/trade/career center, community college, college/university, military, and other), and their ratio\* in CEPD 26

Year	Community College	Type of School (Total)	%
2007	34	100	34.0%
2008	48	117	41.0%
2009	37	104	35.6%
2010	25	37	67.6%
2011	28	67	41.8%

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\* It is incorrect to compare raw numbers between the years 2007–2009 to the raw numbers from 2010–2011 due to changes in completer definition. Using the percentage column provided is a more accurate method to make comparisons between the years.

## APPENDIX:

### *CEPD 26 College/University*

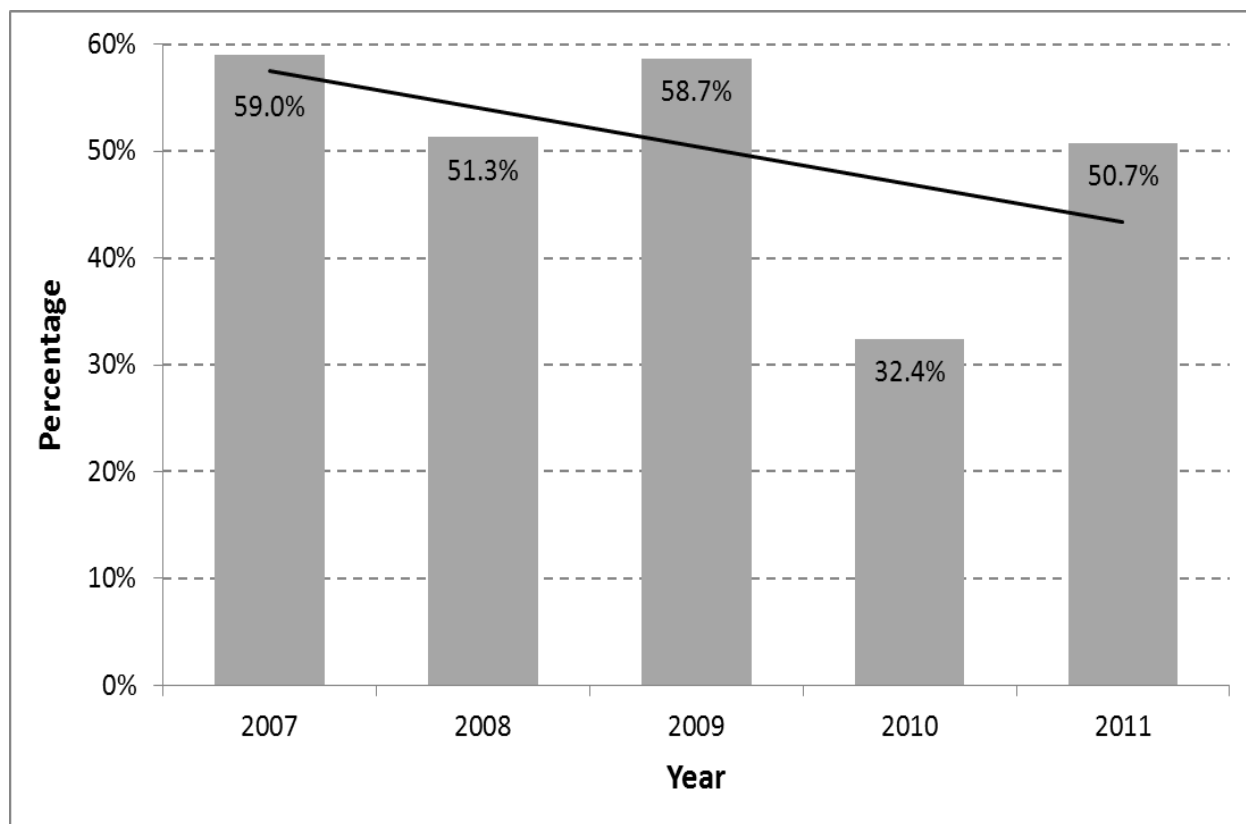


Figure 3. The ratio of 11<sup>th</sup> and 12<sup>th</sup> grade completers who left secondary education and were in a college/university to the total number of students in any type of post-secondary institution in CEPD 26

Table 3. The number of 11<sup>th</sup> and 12<sup>th</sup> grade completers who left secondary education and who are in a college/university, the total number of 11<sup>th</sup> and 12<sup>th</sup> grade completers in any type of post-secondary institution (business/trade/career center, community college, college/university, military, and other), and their ratio\* in CEPD 26

Year	College/University	Type of School (Total)	%
2007	59	100	59.0%
2008	60	117	51.3%
2009	61	104	58.7%
2010	12	37	32.4%
2011	34	67	50.7%

\* It is incorrect to compare raw numbers between the years 2007–2009 to the raw numbers from 2010–2011 due to changes in completer definition. Using the percentage column provided is a more accurate method to make comparisons between the years.